DOCUMENT RESUME

ED 194 812 CE 027 274

AUTHOR Matthias, Tim: And Others
TITLE Career Ladder Articulation in Marketing and Distributive Education, Secondary Level to Post-Secondary Level.
INSTITUTION Indiana Univ., Bloomington. Dept. of Vocational Education.
SPONS AGENCY Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE 80
NOTE 41p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advanced Placement: *Articulation (Education): *Career Ladders: *Course Descriptions: Course Organization: Curriculum Guides: *Distributive Education: Employment Opportunities: Institutional Cooperation: *Marketing: Postsecondary Education: Program Content: Secondary Education: Student Organizations
IDENTIFIERS Distributive Education Clubs of America

ABSTRACT

This presentation contains articulated curricula in marketing and distributive education which avoid duplication and/or overlapping of learning units from high school to postsecondary levels. First, descriptions and outlines of the high school Marketing and Distributive Education curriculum based on the Indiana curriculum mode are presented. First-, second-, and/or third-year courses cover these areas: basic skills (math), social skills, and marketing skills. Postsecondary course outlines are then presented for the areas of distribution and marketing and for general subjects. Other contents include discussion of (1) Distributive Education Club of America chapters, (2) testing for advanced placement (and six courses designated to have advanced placement possibilities), (3) advanced placement testing instruments, and (4) employment opportunities. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194812

CAREER LADDER ARTICULATION

IN

MARKETING AND DISTRIBUTIVE EDUCATION

SECONDARY LEVEL
TO
POST-SECONDARY LEVEL

Prepared by

Tim Matthias
Peg Tellman
Karl Zimmerman

Summer 1980

SBVTE #156-80-III-1
FWCS #32-80

CE 037 274

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Brooks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	PAGE
Introduction	1
Secondary Course Outlines	2
Post-Secondary Course Outlines (Distribution and Marketing)	9
Post-Secondary Course Outlines (General Subjects)	14
Distributive Education Clubs of America	20
Testing for Advanced Placement	22
Testing Instruments	25
Employment Opportunities	29
Summary	35

INTRODUCTION

Region III consists of nine (9) counties in the northeastern corner of Indiana. Distributive Education is offered at each of the six (6) Fort Wayne Community Schools high schools and six (6) additional schools in the surrounding area, including Blackford County, Bellmont, Mississinewa, Huntington, Marion, and the Wabash Career Center.

Indiana University-Purdue University Division of General and Technical Studies (IPFW), located in Fort Wayne, has provided former secondary Marketing and Distributive Education students with the opportunity to continue their training and career goals. The IPFW program includes two-year associate degrees in marketing and distribution technology with a fashion option and a management technology degree. This career ladder is an attractive learning opportunity to high school DE graduates who want to continue their educations. Historically, students who have matriculated from secondary vocational programs into post-secondary institutions have found it necessary to cover curriculum units in the early part of the post-secondary training which have been somewhat redundant due to already having had those kinds of learning experiences at the secondary level.

Included in this presentation are descriptions and outlines of the high school Marketing and Distributive Education curriculum based on the Indiana curriculum mode. This model has been adopted by DE teacher-coordinators and is expected to add conformity and continuity to the programs in Indiana. In addition, the six (6) outlines of the IPFW courses recommended for advanced standing are included.

Each program team member reviewed and analyzed the offerings in the secondary and post-secondary institutions. The members identified obvious areas of redundancy and made recommendations for possible advanced placement. The committee collectively determined there are six (6) course offerings at IPFW that may offer possible advanced placement. These courses are listed in Section II and included are procedures for application for advanced placement examinations.

Additionally, the project outlines the secondary and post-secondary Distributive Education Clubs of America (DECA) organizations. Historically, there has been a great deal of cooperation and coordination of the club activities between secondary Fort Wayne Community Schools (FWCS) and post-secondary Indiana-Purdue at Fort Wayne (IPFW). The committee agrees this process should continue as DECA is a very important aspect of the Marketing and Distributive Education Program.

SECONDARY COURSE OUTLINES

I. BASIC SKILLS -- MATH

First Year

1. Percentage
2. Additon
3. Subtraction
4. Multiplying
5. Dividing
6. Extensions
7. Interest
8. Markups
9. Markdowns
10. Selling Price
11. Profit
12. Making Change
13. Sales Slips
14. Cash Register Operations

Second Year

1. Weights and Measures
2. Inventory Calculations
3. Processing Invoices
4. Personal Budget
5. Calculation Payroll Checks and Deductions

Third Year

1. Banking Functions
2. Balancing Drawer or Department at End of Day
3. Metric Measures
4. Use of Calculating Equipment

II. SOCIAL SKILLS -- HUMAN RELATIONS

First Year

1. Personal Development

Second Year

1. Building Sound Working Relationships
2. Developing and Maintaining a Pleasant Working Environment
3. Maintaining an Objective Point of View in a Problem Situation

Third Year

1. Working with Others
2. Employee Morale and Motivation

SOCIAL SKILLS -- ETHICS

First Year

1. Personal Ethics and Morals

Second Year

1. Honesty in Dealing with Others

SOCIAL SKILLS -- BUSINESS AND SOCIAL SKILLS

Second Year

1. Accepting and Adjusting to Change
2. Suggesting Changes to Management

III. MARKETING SKILLS -- MARKETING MANAGEMENT

Third Year

1. Functions of Marketing Management
2. Use of Marketing Research

MARKETING SKILLS -- ADMINISTRATION AND SUPERVISION

Third Year

1. Recruiting and Employing Individuals
2. Training Employees
3. Supervising Employees
4. Evaluating Employees
5. Planning and Controlling Facilities, Equipment, and Services
6. Planning and Controlling Liability Factors
7. Managing Financial Functions
8. Managing Administration Functions
9. Membership in Organizations

MARKETING SKILLS -- OPERATIONS

First Year

1. Safety Principles
2. Safety Techniques when Handling Potentially Dangerous Items

Second Year

1. Receiving
2. Marking
3. Pricing
4. Inventory Control
5. OSHA Regulations
6. Facility Maintenance
7. Housekeeping Techniques

Third Year

1. Inventory Control

    a. Inventory
    b. Control Records
    c. Detecting Shortages and Overages
    d. Interpreting Computer Output

MARKETING SKILLS -- SALES PROMOTION

First Year

1. Purpose of Advertising
2. Disadvantages of Advertising Media
3. Advertising Ethics
4. Promotional and Institutional Advertising
5. Purpose of Display
6. Basic Types of Displays
7. Knowledge of Display Design

Second Year

1. Sales Promotion as it Affects Consumers' Buying Decisions
2. How Merchandise is Advertised (Brand Name, Etc.) in Order to Sell It
3. Importance of all Promotional Efforts Being Synchronized
4. Skill in Building Displays
5. Ad Layout
6. Setting and Achieving Promotional Goals
7. Promotional Mix: Advertising, Sales Promotion, Personal Selling, Publicity

Third Year

1. Overall Sales Promotion Planning
2. Budgeting for Sales Promotion
3. Selection of Appropriate Media and/or Method
4. Developing Advertisements for Various Media
5. Evaluating Effectiveness of Sales Promotion

MARKETING SKILLS -- AMERICAN BUSINESS AND FREE ENTERPRISE SYSTEM

First Year

1. Role of Business in Society
2. Different Economic Systems
3. Functions of Profit
4. Concept of supply and Demand

Second Year

1. Sole Proprietorship, Partnership, Corporations, and Cooperatives
2. Relationship of Economic Elements (Management, Labor, Etc.)

MARKETING SKILLS -- THE FUNCTIONS OF MARKETING AND DISTRIBUTION

First Year

1. Marketing and Distribution Process in the Economy and how They Contribute to the Well-Being of the Individual, Community, and Nation
2. How Marketing Provides New Goods and Services

Second Year

1. Process of Utility Adding Value
2. Competitive Nature of Marketing
3. Laws Affecting Competition
4. Economic Factors as they Affect Employment

MARKETING SKILLS -- RETAILING, SERVICE, AND WHOLESALING

First Year

1. Different Tyeps of Establishments
2. Basic Retailing, Service, and Wholesaling Activities
3. Retailing, Service, and Wholesaling as a Function of the Economic System

MARKETING SKILLS -- FUNDAMENTALS OF THE CHANNELS OF DISTRIBUTION

Second Year

1. Distribution Process in our Economy
2. Functions of the Channels
3. Direct and Indirect Channels
4. Processes Required to Move Goods from Producers to Consumers

MARKETING SKILLS -- SELLING AND MERCHANDISING

First Year

1. Selling Techniques
2. Product and Service Information
3. Customer Benefits
4. Credit

MARKETING SKILLS --SELLING AND MERCHANDISING (Continued)

Second Year

1. Techniques and Practices Used by the Customer
2. Rational and Emotional Buying Motives
3. Basic and Learned Buying Motives
4. Primary and Selective Buying Motives
5. Customer Types
6. Special Customer Services and Accommodations
7. Interpreting Company Policies to Customers
8. Empathy Towards Customers
9. Telephone--Customer Orders, Complaints, and Messages
10. Sources of Product and Service Technology
11. Answering Customer's Questions Satisfactorily
12. Departments and Merchandise Within a Business
13. Publications (Trend Magazines, Etc.)
14. In-Service Training
15. Brand Names
16. Testing and Rating Agencies
17. Guarantees and Warranties
18. Consumer Movements and Protection Agencies
19. Legislation

Third Year

1. Forecasting Trends and Development
2. Functions of Buying
3. Function of Pricing

POST-SECONDARY COURSE OUTLINES
(Distribution and Marketing)

DISTRIBUTION AND MARKETING TECHNOLOGY

Principles of Distribution

Study of marketing channels used to move goods from manufacturer to consumer, including various types of business organizations, their function in moving merchandise, and their advantages and disadvantages. Considers both consumer and industiral goods.

Abbreviated Course Outline

I. The Consumer

- A. Consumer Market
- B. Consumer Motivation and Behavior

II. Market Institutions

- A. Retailing
- B. Retailing--Contemporary Operations
- C. Wholesaling
- D. Industrial Marketing
- E. Service Marketing

III. Marketing Management

- A. Building Distribution Channels
- B. Government and the Marketplace

IV. Science and Strategy of Marketing

- A. Marketing Management and Efficiency
- B. Research in Marketing

V. Marketing the Product

- A. Coordinating the Product with the Market
- B. Price
- C. Pricing Problems

VI. Moving the Product

- A. Marketing Communications
- B. Marketing Logistics
- C. Finanace and Risk

Personal Salesmanship

Fundamentals of retail, wholesale, outside and service selling, customer impact, merchandise and sales presentation, closing and post-sale service, principles of self-management, practices of sales preparation and demonstration.

Abbreviated Course Outline

I. The Field of Selling

- A. Selling in American Economy
- B. Nature and Rewards
- C. Duties and Responsibilities

II. Requirements for Successful Selling

- A. Consumer Behavior
- B. Motivating the Customer
- C. You, the Company, its Products and Competition
- D. Pricing and Credit Policies
- E. Advertising

III. The Sales Process

- A. Prospecting for Customers
- B. Planning and Delivering the Sales Presentation
- C. Dramatizing the Sales Presentation
- D. Handling Objections
- E. Closing the Sale

IV. Responsibilities of Salesperson

- A. Planning and Control of Sales Efforts
- B. Sales People and Company Goodwill
- C. Social and Ethical Responsibilities
- D. Sales Management and the Salesperson

Merchandising

Problems of store manager, buyer, or person who wishes to operate a small business; includes financing, selection of location, choice of organization, also selection and training of employees, layout advertising and display.

Abbreviated Course Outline

I. The Basis of Store Operation

- A. Merchandising Philosophy and Objectives
- B. Elements of Profits

II. Pricing the Merchandise

- A. Determination of Markup
- B. Pricing Individual Items
- C. Planning Price Lines
- D. Competitive Pricing Policies
- E. Markdowns

III. Inventorying the Merchandise

- A. Physical Inventory
- B. Book Inventory and Shortage
- C. Inventory Evaluation
- D. Stock Turn

IV. Merchandise Planning and Control

- A. Sales Planning
- B. Planning Stocks
- C. Seasonal Merchandise Plan

V. Planning and Control in Units

- A. Unit Control Methods
- B. Planning and Control of Staple Stocks
- C. Planning and Control of Fashion Stocks

Advertising in the Retail Market

Detailed study of concepts and techniques of the advertising function and its relation to the marketing function of consumer and industrial products; advertising agencies and their makeup; auxiliary services required to produce an effective advertising campaign; visits to sources of direct mail, outdoor billboard, newspaper, radio, television, and other producers of advertising.

Abbreviated Course Outline

I. Background of Advertising

- A. Consumer Behavior
- B. Communications in Advertising
- C. Marketing for Advertisers
- D. Product Identification

II. Where Advertising Meets the Public

- A. Newspapers
- B. Magazines
- C. Television and Radio
- D. Outdoor and Transit
- E. The Retail Advertiser

III. Building the Ad

- A. Graphics and the Creative Process
- B. Applying the Principles of Design
- C. Layout Stages
- D. Elements of Arrangement
- E. Working with Type
- F. Working with Art

IV. Advertising Management

- A. Advertising Agencies and Departments
- B. The Campaign Concept
- C. Scheduling
- D. How Much to Spend
- E. Evaluation in Advertising

POST-SECONDARY COURSE OUTLINES
(General Subjects)

Principles of Applied Mathematics

Development of concepts, skills, and application of mathematics used in business.

I. Bank and Sales Records

- A. Communication Through Numbers
- B. Bank Records
- C. Sales Records

II. Decimals and Fractions

- A. Addition and Subtraction - Decimals
- B. Multiplication and Division - Decimals
- C. Addition and Subtraction - Fractions
- D. Multiplication and Division - Fractions

III. Percentage in Business

- A. Percentage
- B. Cash and Trade Discounts
- C. Commission
- D. Markup

IV. Financial Charges

- A. Simple Interest
- B. Promissory Notes and Interest Variables
- C. Discounting Commercial Paper
- D. Charges for Credit

V. Payrolls and Taxes

- A. Payroll Deductions
- B. Federal Income Tax
- C. Sales, Customs, and Property Taxes

VI. Statistics and Computers

- A. Business Statistics
- B. Math of Computers

VII. Financial Statements

- A. Inventories and Turnover
- B. Depreciation
- C. Statement Analysis

VIII. Insurance and Interest

- A. Insurance
- B. Compound Interest
- C. Present Value

Principles of Applied Mathematics (Continued)

IX. Special Areas

A. Math in Employment Tests
B. Fundamental Processes

The American Business System

Survey of administration in business, industry, and professionals in a technological society.

I. American Business

A. Economic Decisions
B. System of Free Markets
C. Changing Functions of Business

II. Social Responsibilities

A. Meaning of Man's Environment
B. Dynamics of Pollution Control
C. Responsibilities of Business

III. Legal Environment and Business Ethics

A. Nature and Purpose of Law
B. Business Law in Operation
C. Ethics and Morals

Iv. Government Regulation and Taxation

A. Authority and Functions of Government
B. Antitrust Laws and Competition
C. Taxes

V. Legal Forms of Business Ownership

A. Objectives of a Business Organization
B. Types of Legal Forms

Vi. Small Business

A. The Role of Small Business
B. Problems and Potential
C. Administration of a Small Business

VII. Business Management

A. Management Definition
B. Historical Background
C. Management Functions
D. Qualities of Leddership

VIII. Internal Organization Structure

A. Dynamics of Business Organization
B. Concepts of Planning
C. Principles of Organization

IX. Human Resources

- A. Personnel Management
- B. Personnel Functions

X. Organized Labor

- A. History of Unionism
- B. Present Objectives
- C. Future of Organized Labor

XI. Labor-Management Relations

- A. Collective Bargaining
- B. The 'Agreement'
- C. Settlement of Disputes
- D. Labor Legislation

XII. Production Management

- A. Characteristics of Production
- B. Scientific Systems
- C. Control in Manufacturing

XIII. Long-Term Financing

- A. Sources of Capital
- B. Stock Exchanges
- C. Regulating Transactions and Markets

XIV. Short-Term Financing

- A. Credit System
- B. The Federal Reserve System

XV. Risk Management and Insurance

- A. Concepts of Risk
- B. Principles of Insurance
- C. Regulation of Insurance Companies

XVI. Accounting

- A. Functions in Business
- B. Reports
- C. Managements Uses of Reports and Budgets

XVII. Research and Statistical Methods

- A. Decision Making
- B. Data Collection
- C. Forecasting
- D. Sources of Information

XVIII. Data Processing

- A. Business Applications
- B. Service Centers
- C. Computers in Management Decisions

XIX. Marketing Systems

- A. Nature and Role of Marketing
- B. Product Planning and Development
- C. Functions of Marketing

XX. Marketing Channels

- A. Channels for Various Goods
- B. Functions of Wholesaling and Retailing
- C. Trends

XXI. Advertising and Personal Selling

- A. Definitions
- B. The Behavioral Approach

XXII. Physical Distribution and Transportation

- A. Organization for Distribution
- B. Logistics Decisions and Planning
- C. Warehousing
- D. Modes of Transportation

XXIII. International Business

- A. Dynamics of World Trade
- B. Organizing for International Business
- C. Tariffs and Trade Policies
- D. Balance of Trade and Payments

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA CHAPTERS

The DECA Organization functions to develop the attitudes and social abilities necessary to successful business leaders. Specifically, DECA provides leadership development, vocational understanding, civic consciousness, and social awareness. The above are developed through an individual's participation in an active DECA chapter. The chapter affords the individual the opportunity to become a chapter officer, compete in events related to his/her career goal, develop organizational ability through committee memberships, understand the importance of community responsibilities through civic projects, and develop appropriate social behavior through various activities. Therefore, due to the importance of the above-mentioned abilities and attitudes, it is recommended the student continue active participation by becoming a member of the Junior Collegiate DECA Chapter. This continued membership is made possible by the fact that all secondary schools which offer Distributive Education in this region also operate active DECA chapters.

In addition, it is recommended the High School and Jr. Collegiate Chapters of DECA become involved in joint activities to further facilitate the articulation process. Suggested activities might include Jr. Collegiate members assisting with the District III and VI Career Development Conference, both divisions jointly sponsoring a civic project, participating in an annual joint social activity, or perhaps jointly sponsoring a fund-raising activity.

TESTING FOR ADVANCED PLACEMENT

TESTING FOR ADVANCED PLACEMENT

Those students who possess substantial proficiencies by prior training and experience in the Distribution-Marketing area of learning may obtain college credit upon the successful completion of a final examination and/or another designated project assigned by the Marketing Program Director at the Division of General and Technical Studies. Six (6) courses have been designated to have advanced placement possibilities within the Division of General and Technical Studies Marketing curriculum:

TBUS W100 American Business Systems (3 credit hours)
TMAT B101 Principles of Applied Mathematics (3 credit hours)

TBUS M101 Principles of Distribution (3 credit hours)
TBUS M102 Personal Salesmanship (3 credit hours)
TBUS M201 Merchandising (3 credit hours)
TBUS M301 Advertising in the Retail Market (3 credit hours)

These final examinations are available through the IPFW Distribution and Marketing Program Director for all qualified, interested students.

How to Apply

A student must contact the Divsiion of General and Technical Studies Marketing Program Director (through coordination with Secondary DE advisor) to request this option and obtain the special application materials. The student will be asked for background information and previous experience related to the learning objectives of the particular course. The student will be strongly encouraged to first look over the course description and purchase a course study guide. A review of these materials should help to assess whether or not the student possesses sufficient knowledge to pass the test. The study guide can be used if the student decides to take the course instead of the examination.

Examinations for credit in a specific course should precede enrollment in that course and may not be taken after the student has been enrolled in a course for two weeks or more. A student who does not demonstrate satisfactory competency on such an examination may make one more attempt, but no sooner than one (1) academic year from the date of original testing.

If a student is successful in receiving credit by examination, he/she may wish to exercise his/her extended learning option by taking advanced courses within the four-year baccalaureate curriculum or additional courses for self-improvement.

A successful student would have the possibility of eliminating a maximum of eighteen (18) credit hours toward his/her associate degree. This would make it possible for a student to finish the two-year degree in three (3) semesters rather than the traditional four (4) semesters.

TESTING INSTRUMENTS

TESTING INSTRUMENTS

All examinations for advanced placement will be made available through the Indiana University-Purdue University Division of General and Technical Studies Marketing Program Director.

Any interested person should contact:

Mr. Bernard Norman
Distribution and Marketing Program Director
Indiana University-Purdue University
Division of General and Technical Studies
Fort Wayne, Indiana 46802
(219) 482-5502

PLACEMENT EXAMINATIONS

The six (6) courses listed in Section Two have been designated to have advance placement examinations.

American Business Systems

TBUS (W100) - 3 credit hours

This examination consists of 50 multiple-choice questions covering the enclosed course outline. A minimum score of 90 percent is required to receive credit for this course.

Principles of Applied Mathematics

TMAT (B101) 3 credit hours

This examination consists of 20 problems covering the appropriate enclosed course outline. A minimum score of 80 percent is required to receive credit for this course.

Principles of Distribution

TBUS (M101) 3 credit hours

This examination consists of 75 multiple-choice questions covering the enclosed course outline. A minimum score of 80 percent is required to receive credit for this course.

Personal Salesmanship

TBUS (M201) 3 credit hours

This examination is an essay test covering the enclosed course outline. A student will choose 8 of 10 essay questions. In addition to the written examination, the student must exhibit his/her understanding of the mechanics of sales through one of the following methods:

A. An interview could be conducted by the examiner in which the student would discuss a series of questions dealing with selling.

B. The student could be provided a case problem dealing with a sales situation and present the solution to the examiner.

C. The student could be provided with a product and a fact sheet and give a sales presentation to the examiner.

D. The student could select a product of his/her choice and be given several days in which to prepare a "Product Analysis Presentation." This presentation would be similar to a Saturday morning store meeting, a buyer's presentation to employees, or a marketing representative's presentation to prospective buyers.

The criteria of successful completion of any of the above options is to be determined by the examiner.

Merchandising

TBUS (M201) 3 credit hours

This examination consists of 33 multiple-choice questions covering the enclosed subject outline. A minimum score of 80 percent is required to receive credit for this course.

Advertising in the Retail Market

TBUS (M301) 3 credit hours

This examination consists of 60 multiple-choice questions covering the enclosed course outline. A minimum score of 80 percent is required to receive credit for this course.

EMPLOYMENT OPPORTUNITIES

EMPLOYMENT OPPORTUNITIES

The committee identified three (3) job levels for an individual interested in a career in marketing and distribution. The first level is entry level, and would include those students beginning the Distributive Education Program in the secondary schools. The intermediate level would include those students which might have been promoted or have completed the secondary program. In terms of the career ladder, the intermediate level would also be the level at which students were entering the Marketing Program at IPFW. The advanced level would include employment opportunities available upon completion of the associate degree in marketing at IPFW.

These three (3) levels of employment opportunities are based upon the "Interstate Distributive Education Curriculum Consortium's Competency Breakdown by Job and Curriculum Area." The various exit points were determined by the total number of competencies which an employee must possess at each level. The size of the business and type of business ownership are factors which will affect the rate of advancement.

The seven (7) types of business listed are by no means inclusive. However, the types of business listed are the major types of business which employ entry-level students in the secondary DE programs. In order to follow a logical sequence, the same types of business are used throughout.

In addition, a follow-up study of the IPFW 1978 graduates has been included to further identify occupational opportunities available upon completion of the associate degree in marketing. Follow-up studies of secondary students were not available.

Entry-Level Positions

(students entering DE Program at the secondary level)

Department Store:	Salesperson
	Stockperson
	Receiving Clerk
	Cashier
	Display Helper
Food Store:	Checker
	Grocery Clerk
	Produce Clerk
Hotel/Motel:	Bell Captain
	Bellman
	Housekeeper
	Room Clerk

Restaurant:	Bus Boy/Floor Girl Cashier Checker Waiter Waitress
Service Station:	Attendant
Variety Store:	Checkout Cashier Marker Salesperson Service Desk
Wholesaling:	Order Selector Salesman

Advanced Level Positions

(students completing Marketing Program at IPFW)

Department Store:	Advertising Manager or Assistant Buyer or Assistant Credit Manager or Assistant Department Manager or Assistant Professional Salesperson Receiving Manager or Assistant Display Manager or Assistant
Food Store:	Assistant Manager Store Manager
Hotel/Motel:	Assistant Manager Building Superintendent Catering Manager Manager Purchasing Agent Recreation Director Reservation Manager Sales Manager
Restaurant:	Assistant Manager Manager
Service Station:	Assistant Manager Manager/Dealer
Variety Store:	Assistant Manager Buyer Commissioned Salesperson Head Cashier Personnel Manager Section Manager Stockroom Supervisor Store Manager

Wholesaling:	Buyer
	Head Buyer
	Merchandiser
	Route Salesman and/or Vending
	Sales Manager
	Warehouse Manager

OCCUPATIONAL STATUS OF 1978 GRADUATES

MARKETING TECHNOLOGY

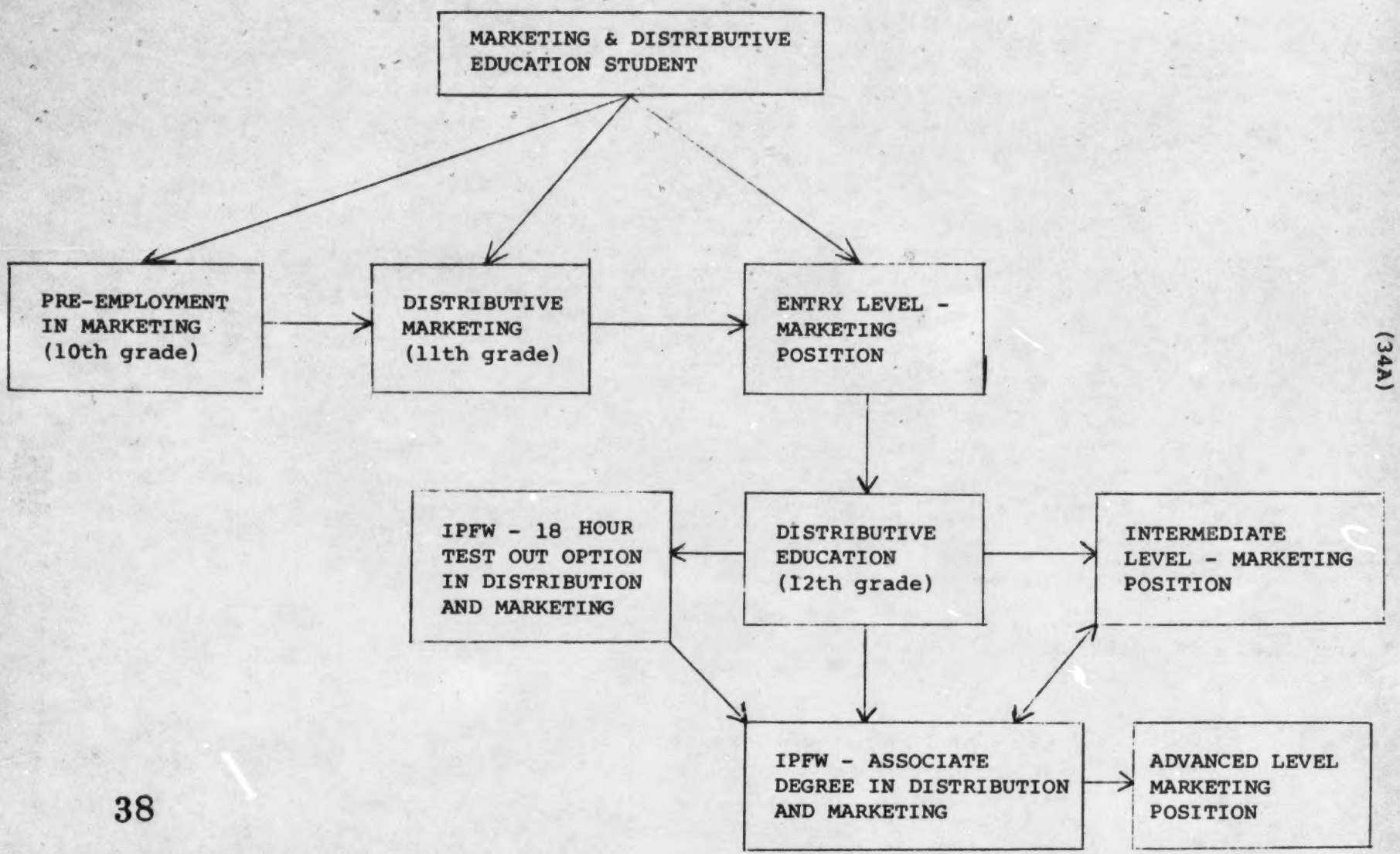
Job Description	(Monthly) Starting Salary	Current Salary
General Accountant, Franklin Electric, Bluffton, Indiana	$ 910	$ --
Material Control Manager, Reliable Tool & Machine Company, Kendallville, Indiana	760	1410
Billing Department, Coachmen Industries Inc., (city not given)	585	650
Unemployed (presently interviewing)	--	--
Production control, Sheller Globe, Grabill, Indiana	900	--
Production, Stratoflex, Fort Wayne, Indiana	--	--
Sales Engineer, Tri-Wall Containers, Butler, Indiana	1000	--
Conrail, Fort Wayne, Indiana	--	1385
U.S.M.P., United States Army	760	975
Assistant Manager, Royal International Optical, (city not given)	525	570
Administrative Aide, Fort Wayne CETA, Fort Wayne, Indiana	975	--
Assistant Administrator--Corporate Services, North American Van Lines, Fort Wayne, Indiana	867	975
Assistant Manager, Maloleys, Fort Wayne, Indiana	1125	1260
Loan Officer, Campbell & Fetter Bank, Kendallville, Indiana	650	650+
Inside Sales Representative, Joslyn, Fort Wayne, Indiana	1200	1200+
Retailing, Rogers Markets, Fort Wayne, Indiana	--	--

Job Description	(Monthly) Starting Salary	Current Salary
Management Trainee, State Bank of Lima, Lima, Ohio	715	870
Sales, Stock Control, American Merchandising Association, Fort Wayne, Indiana	675	835

Note: -- denotes not reported

CAREER LADDER FOR MARKETING AND DISTRIBUTIVE EDUCATION

STUDENTS BEGINNING WITH THE SECONDARY COOPERATIVE PROGRAM


MARKETING & DISTRIBUTIVE EDUCATION STUDENT
PRE-EMPLOYMENT IN MARKETING (10th grade)
DISTRIBUTIVE MARKETING (11th grade)
ENTRY LEVEL - MARKETING POSITION
IPFW - 18 HOUR TEST OUT OPTION IN DISTRIBUTION AND MARKETING
DISTRIBUTIVE EDUCATION (12th grade)
INTERMEDIATE LEVEL - MARKETING POSITION
IPFW - ASSOCIATE DEGREE IN DISTRIBUTION AND MARKETING
ADVANCED LEVEL MARKETING POSITION

(34A)

SUMMARY

The need for an articulated career ladder in the field of marketing and distribution between the secondary schools within this region and Indiana University-Purdue University at Fort Wayne has existed for several years. This particular need has been evidenced by the fact that several students who had completed the secondary Distributive Education Program and enrolled at IPFW to obtain an associate degree have at times dropped out of the program in its early stages. These students have expressed the reason for dropping from the program has been due to a considerable amount of repetition in the entry-level marketing courses at IPFW. By using the career ladder concept, the above situation could be alleviated, and a student would be encouraged to continue a logical sequence in his/her education and career goals.

An articulated career ladder between the secondary schools and IPFW would also be desirable in terms of recruitment of students into programs at both levels. Secondary DE coordinators could use this career ladder concept in making the program more attractive to students. It would, in some cases, motivate the high school student to learn as much as possible as a result of understanding that the greater the possibility of testing out of those six (6) courses which have been identified as being repetitive in content at the post-secondary level. It would also aid recruiting efforts on behalf of IPFW when visiting the various high schools within the region if it were pointed out to the students that methods of testing out of various courses are available. In addition to providing students with a more meaningful education, an articulated career ladder would most likely increase student distributive education enrollment at both the secondary and post-secondary level. The Project Committee views this as a mutually desirable outcome of an articulated career ladder. In order to ensure the success of an articulated career ladder, it is recommended the area DE coordinators meet with the IPFW Marketing Program Director before the concept is implemented to inform all those involved of how the process will work, anticipated mutually beneficial outcomes, etc. It is also advisable that career guidance counselors from the area high schools be involved in receiving this information as they are in a position to assist with informing students of such an opportunity.

To further promote this concept, it is recommended there be an open line of communication between the IPFW Marketing Program Director and area DE coordinators. This communication could be facilitated through infrequent, but regularly-scheduled, meetings of the Program Director and District III and VI Coordinators. All persons involved would need to be familiar with the process and encouraged to promote the career ladder concept. (See attached Career Ladder Flow Chart) It would not be the intent, however, to have area coordinators revise their curriculum with the express purpose of enabling students to test out of entry-level courses at IPFW. Curriculum changes based upon joint meetings would be desirable only from the standpoint of upgrading existing curriculum.

As has been the practice in the past, the IPFW Program Director should be invited and encouraged to attend meetings of the Fort Wayne Community Schools City-Wide Distributive Education Advisory Committee. This would also aid in assuring an open line of communication.

In order to ascertain the success of the proposed career ladder, it is advised that a follow-up study be conducted and the process be reevaluated after one (1) year to determine any necessary changes. An annual follow-up study would be desirable from the standpoint of maintaining the articulated career ladder.

WEM dp
09-80
A1-39